Zentrale Prüfungen 2024 – Englisch
Anforderungen für den Mittleren Schulabschluss (MSA)

Erster Prüfungsteil: Hörverstehen

Hörverstehen Teil 1: *A visit to "Hobbiton"*

You are spending a holiday in New Zealand. Today you are visiting "Hobbiton", one of the country's most popular tourist attractions. Listen to the audio guide and find out more.

- *First read the tasks.*
- *Then listen to the audio guide.*
- *While you are listening, tick the correct box.*
- *At the end you will hear the audio guide again.*
- *Now read the tasks. You have* **90 seconds** *to do this.*
- *Now listen to the audio guide and do the tasks.*

1. "Hobbiton" is a place that …
   a) ☐ inspired a movie set.
   b) ☐ is next to a movie set.
   c) ☐ served as a movie set.

2. The word "Hobbit" is …
   a) ☐ an invented word.
   b) ☐ a very old English word.
   c) ☐ a New Zealand nickname.

3. Before it became a tourist attraction, "Hobbiton" was …
   a) ☐ a battlefield.
   b) ☐ a building site.
   c) ☐ an animal ranch.

4. In some areas walking around is …
   a) ☐ boring.
   b) ☐ forbidden.
   c) ☐ challenging.

5. In "Hobbiton", tourists can enter …
   a) ☐ a few houses.
   b) ☐ all the houses.
   c) ☐ none of the houses.

6. Where the "Hobbits" lived was connected to their …
   a) ☐ age.
   b) ☐ wealth.
   c) ☐ popularity.

7. One tree is unusual because of its …
   a) ☐ name.
   b) ☐ shape.
   c) ☐ material.

8. "Hobbits" went to the *Green Dragon Inn* to …
   a) ☐ have a good time.
   b) ☐ hold public debates.
   c) ☐ see mythical creatures.

9. At the *Green Dragon Inn* you can …
   a) ☐ watch film excerpts.
   b) ☐ wear "Hobbit" outfits.
   c) ☐ buy signed pictures of film characters.

10. A drink at the *Green Dragon Inn* is …
    a) ☐ expensive.
    b) ☐ for adults only.
    c) ☐ included in the tour.

11. At the end, the guide gives you …
    a) ☐ a tip.
    b) ☐ a warning.
    c) ☐ historical information.

In 30 seconds you will hear the audio guide again so you can check your answers.

Hörverstehen Teil 2: *Guardian Maia: An exciting video game*

In his podcast Cool Kea Stuff*, Shiloh presents interesting stories from New Zealand. In today's episode, he is talking to Maru. She invented a video game featuring "Guardian Maia", a legendary Māori woman. Find out more about the game.*

- *First read the tasks.*
- *Then listen to the interview.*
- *While you are listening, tick the correct box.*
- *At the end you will hear the interview again.*
- *Now read the tasks. You have* **90 seconds** *to do this.*
- *Now listen to the interview and do the tasks.*

1. The video games in Maru's childhood were often …
   a) ☐ rather boring.
   b) ☐ for older teenagers.
   c) ☐ science fiction games.

2. In the game, Maia has to …
   a) ☐ rule the planet.
   b) ☐ keep everyone safe.
   c) ☐ attack other countries

3. Maru's video game is set in New Zealand because of …
   a) ☐ her own past.
   b) ☐ its landscape.
   c) ☐ the big cities there.

4. The game's characters were created with the help of …
   a) ☐ the latest trends.
   b) ☐ family traditions.
   c) ☐ Māori knowledge.

5. With her game, Maru wants to …
   a) ☐ change traditions.
   b) ☐ support creativity.
   c) ☐ spread knowledge.

6. On the internet, some people criticised the game for having …
   a) ☐ too little action.
   b) ☐ historical facts wrong.
   c) ☐ a female main character.

7. The mythical creatures in the game are very …
   a) ☐ old.
   b) ☐ smart.
   c) ☐ dangerous.

8. Maru is looking forward to …
   a) ☐ hearing gamers' opinions.
   b) ☐ working on her next game.
   c) ☐ following online competitions.

9. With his final statement, the reporter expresses his …
   a) ☐ wishes.
   b) ☐ worries.
   c) ☐ excitement.

In 30 seconds you will hear the interview again so you can check your answers.

Zweiter Prüfungsteil: Leseverstehen – Wortschatz – Schreiben

Leseverstehen: **The All Blacks – *unlocking the secrets to success***

In an online article about New Zealand's All Blacks, author Rachel Kehoe explains how the team became the most famous rugby team in the world.

- *Read the online article, then do the tasks below the text.*

Rugby is a rough sport. Players have little to no protection as they fight to get the ball past the goal line. A match involves two teams and takes 80 minutes. The most successful rugby team in the world are the New Zealand All Blacks. They have won three Rugby World Cups and have a win-rate of more than 75 %, something no other team can say. But how has a nation of just 5.2 million people become so successful?

New Zealand's winning streak[1] began in 1903 with its first game against Australia. They became very successful, and in 1905, they were invited on a tour of Europe and North America.

It was during this tour that the All Blacks' name first appeared. Although there are different opinions, the widely accepted view is that the name comes from their uniform of black shorts and jersey with a silver fern[2] on the chest.

The athletes wearing this jersey are highly respected and admired. The Māori believe the jersey represents the spirit of the team and call it *taonga*, a sacred object. It stands for a New Zealander's opportunity to become the best in the world.

The All Blacks begin each game with a hallowed[3] tradition that sets them apart from most rugby teams – the Haka, a Māori war dance. Former All Blacks' captain Richie McCaw explained, "Everyone knows the Haka is a symbol of who we are and where we come from."

Rugby schools focus on determination to make sure players develop a lifelong love of the sport. From an early age, each player is taught to develop personal responsibility as well as physical strength.

When a player starts higher rugby schooling, mental preparation becomes more central. Rugby is a game played in the mind, and players understand the importance of how to "keep a blue head", in other words, to keep calm so they can show their skills under pressure.

More than anything else, the All Blacks believe that no individual is greater than the team. All Blacks' legend Danny Carter says, "No one in New Zealand likes a big-head[4]. In the All Blacks environment, there is no room for it, and if there are ever signs of it happening, your teammates will let you know."

That's why the players show humility[5] in everything they do. After each match or training session they clean up after themselves and pick up the trash together. Being an All Black is about character. In trying to be better both on and off the field, the All Blacks fulfil the expectation that "champions do extra." They are role models for the entire nation and because of that they have

a common goal, which gives them an advantage on the field. Their motto, "Better people make better All Blacks", allows them to dominate the sport of rugby. It also shows the importance of trying to be your best self.

Annotations
1 winning streak – when you win many games without losing in between
2 silver fern – a plant with a silver colour that grows in New Zealand
3 hallowed – important, respected or holy
4 big-head – *here:* an arrogant person
4 humility – the attitude of thinking that you are not better than others

- *Tick the correct box and give* **one** *piece of evidence by quoting short passages from the text.*

1. A rugby game …
   a) ☐ lasts many hours.
   b) ☐ can be dangerous.
   c) ☐ ends when a player scores.
   One piece of evidence from the text:
   _____

2. The All Blacks are the team that has …
   a) ☐ about five million followers.
   b) ☐ never lost at an international tournament.
   c) ☐ achieved more victories than all the others.
   One piece of evidence from the text:
   _____

3. It was on an international trip that the team …
   a) ☐ became known as All Blacks.
   b) ☐ changed the look of their original outfit.
   c) ☐ had long discussions about their shirt colour.
   One piece of evidence from the text:
   _____

4. To New Zealanders, the All Blacks' shirt expresses …
   a) ☐ Māori history.
   b) ☐ the players' wealth.
   c) ☐ the chance to reach their highest goals.
   One piece of evidence from the text:
   _____

5. The goal of the ritual before the match is to …
   a) ☐ entertain the fans.
   b) ☐ confuse the other team.
   c) ☐ remind players of their background.
   One piece of evidence from the text:

   _____

6. Training for young players concentrates on …
   a) ☐ fair play.
   b) ☐ tricks and tactics.
   c) ☐ individual progress.
   One piece of evidence from the text:

   _____

7. Later, the most important part of rugby training is that players can …
   a) ☐ express their emotions.
   b) ☐ play well in stressful situations.
   c) ☐ focus on the other team's moves.
   One piece of evidence from the text:

   _____

8. The team's attitude is that being …
   a) ☐ selfish is unacceptable.
   b) ☐ tidy is the key to success.
   c) ☐ talented is most important.
   One piece of evidence from the text:

   _____

9. People think that players for the All Blacks must …
   a) ☐ have a strong opinion.
   b) ☐ work more than others.
   c) ☐ win several championships.
   One piece of evidence from the text:

   _____

10. The team's slogan is about …
    a) ☐ power.
    b) ☐ teamwork.
    c) ☐ personality.
    One piece of evidence from the text:

    _____

Wortschatz: *Raise Up*

Raise Up *is an organisation by young people for young people who do volunteer work. Meet some of their members and learn about their programme.*

- *Tick the correct box* **or** *fill in one word or expression.*
- *Give only* **one** *suitable answer.*

Leela

1. I am happy to have the _____ to work in the field I really care about: helping other people.

2. *Raise Up* helps young people to form networks, organise events and be part of a …

   a) ☐ city. b) ☐ village.
   c) ☐ borough. d) ☐ community.

3. If you are interested in our organisation and you are _____ by what we do, please contact us!

William

4. *Kia ora!* My name is William. At the beginning, I didn't know much about *Raise Up* and when I _____ the organisation, I was feeling a bit insecure.

5. A good friend had been a member of the crew for a while, but I didn't know what to …

   a) ☐ guess. b) ☐ expect.
   c) ☐ believe. d) ☐ suppose.

   Would it be too much work? Would it be boring?

6. These are all _____ that most people have when they sign up for something new, but in no time I found out that I liked the programme.

7. Thanks to the amazing group of people I have been with, it has been so much fun and the work we have done has been …

   a) ☐ caring b) ☐ reliable
   c) ☐ hopeful d) ☐ satisfying

   and enjoyable.

8. In 2019 I grew and changed as a person – I gained a lot of _____ and the crew had really helped me.

9. What I love about the programme is that we …

   a) ☐ take b) ☐ give

   c) ☐ bring d) ☐ throw

   something back to the community and create an awesome space for young people.

10. At *Raise Up* you work together with a great _____ of friends that you get to know really well.

Rylee

11. *Kia ora whanau!* I really want to thank *Raise Up* for …

    a) ☐ shaping b) ☐ building

    c) ☐ arranging d) ☐ constructing

    the person I am today.

12. A good piece of _____ that I like to give young people in the programme is to take part in all the events and activities.

13. Make as many connections to others as you can. The people you meet can become your …

    a) ☐ slim b) ☐ near

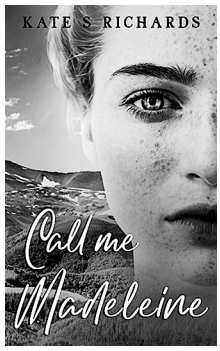
    c) ☐ close d) ☐ narrow

    friends, so take it all in!

Schreiben

The protest

extract from the novel *Call me Madeleine* by Kate S. Richards (2021)



Teenage girl Madeleine is a climate activist in New Zealand.

My legs are curled up under me as I watch the six o'clock news. I chew my fingernails, hoping that I won't be on a TV clip. When the presenter says, "After the break –," my ears prick up, "thousands of Kiwi school children marched in cities around the country today and presented their demands to parliament," says the presenter. Her silly smile undermines[1] the seriousness of our message. Pictures from a drone camera show streets full with school strikers in Auckland, Wellington and Christchurch. From above, we are colours, action – a mass. Finally, we've made the news. Hopefully, there are no close-ups. After the ad break, the clip shows groups marching and chanting. There we are with our banner, masks on, snorkels and fins[2] as we chant. I almost laugh before clapping my hand over my mouth. Busted![3] Then I think Mum and Dad won't recognise me. Grandpa won't either.

A loud knock at the door tells me it's Mum, and she's furious. I go barefoot across the soft carpet and slowly open the door.

"When I asked you at dinner how your day was, you said 'Fine'. You openly lied to my face," she says, her voice icy.

"You didn't say, how was my day *at school* –" I start.

"You knew I expected you to be at school. I told you you weren't allowed to go to the strike. You went ahead and did it anyway." She steps towards the door, but I lean on it, only holding it open just a bit.

"Can I come in?" she demands.

"I'd rather you didn't," I say, but she pushes the door, and I am forced to step backwards. My room, big as it is, is too small for my mother. It feels crowded. She stands with her hands on her hips, all mad and looks angrily at me.

"Mum, I'm not going to apologise," I start. "This is important to me and to the planet. I went on principle[4]. I thought you'd understand that."

Mum pauses. "I do understand. But going directly against my will, and your grandfather's is –"

"You don't even seem to care about the future of our planet!"

"I guess you're going to get into trouble at school since I didn't give you written permission?" she asks, softening a bit.

"Yep. Probably. I don't care."

"Hmm. You say that too often. Well, I guess school detention[5] will make you think. And you're grounded[6] tonight, for going against us."

"What? You can't ground me – I'm going to a party with my friends!" When is she going to let me live my life, my way? A thousand words are bursting to be said, but I decide to hold my tongue. It's pointless arguing with her.

40 "Look, I don't want to be too strict here. I can see that you're passionate about saving the planet. I want you to know, I agree with what you stand for, but there are ways of doing things. Tonight you can stay home. Think about how you can make a difference – beyond banner waving." At that, she turns around, always enjoying the final word.

Quelle: Richards, Kate S. (2021): *Call me Madeleine*. Auckland: Green Room House. Adapted.

Annotations
1 to undermine – to make something less effective
2 snorkels and fins – equipment used for swimming and diving
3 busted – caught in the act of doing something wrong
4 on principle – *here:* doing sth. because of one's values or beliefs
5 detention – extra time at school for school children who have behaved badly
6 to ground so. – to stop a child from going out as a punishment

- *Read the tasks carefully.*
- *Make sure to write about* **all** *the aspects presented in each task.*

1. **Describe** what you get to know about Madeleine and the situation she is in that evening. (8 Punkte)

2. **Explain** how Madeleine
   - feels about what she has done,
   - deals with her mother's reaction to it.

   Focus on what she thinks and says. (10 Punkte)

3. You have a choice here. Choose **one** of the following tasks.

   a) During the conversation with her mum Madeleine says, "This is important to me and to the planet."

   Comment on Madeleine's statement.

   Include:
   - why Madeleine fights for the environment,
   - why or why not it can be important to fight for your own beliefs,
   - why or why not it is important that people work together. (12 Punkte)

   or

   b) After the discussion with her mum, Madeleine decides to talk to her dad.

   Write a continuation of the story.

   Include:
   - Madeleine's feelings after the discussion with her mum,
   - Madeleine's reasons for protesting against climate change,
   - her father's reaction to Madeleine's behaviour.

   You can start like this:
   I know that trying to talk to mum again is a waste of time. So, I decide to talk to dad and knock on his door . . . (12 Punkte)

Hörverstehen – Transkripte

Hörverstehen Teil 1: *A visit to "Hobbiton"*

Dear Visitors,
Welcome to "Hobbiton". I'll take you through the original locations that were used for the famous *Lord of the Rings* and the *Hobbit* film series. These films are based on best-selling novels. Experience how the film magic was made and discover the 12-acre location.
Hobbits are rather small people that the British writer J.R.R. Tolkien created for his book *The Hobbit*. He made up the word "Hobbit" and said that it means "person who lives in a hole". The word has even made it into the famous *Oxford English Dictionary*! In the year 2012, the book was made into a film, and here where you are standing is where the film was shot.
For many years this area had been a sheep farm before the film director Peter Jackson decided it would be perfect for the film. So, he bought the farm and built houses and gardens with the help of soldiers from the New Zealand army.
During the tour you can take as many photographs as you want, but be careful, some parts of "Hobbiton" are tricky to wander around, because of the narrow and uneven paths.
I hope you are enjoying your tour.
You are now in the middle of "Hobbiton", and you can see the Hobbits' houses built into the side of the hill. There are actually 44 houses, but most of them are just a door and windows. There is no room inside. I'm afraid visitors can only go into one or two of the houses. As you can see, the houses are built in a long line – the houses on the left at the top were for the rich Hobbit families, the poor Hobbits lived in the houses on the right at the bottom of the street.
At the top of the hill you can see a special tree. It is made of strong plastic and the leaves are made of cloth. They were put on the tree one-by-one and have to be repainted again by hand from time to time. But all the vegetables you can see in the gardens are real, and "Hobbiton" now has eight gardeners.
You are now at the final point of the tour – and here you can see the famous *Green Dragon Inn*. In the films, the inn was the meeting point for all the Hobbits. They came here to chat and to have fun. The building you can see here today is not the same building as in the films. That was knocked down and a new building was made to make a visitor centre. Inside, you can find a full reconstruction of the inn from the films.
You will find clothes just like the ones that the Hobbit actors used. If you wish, you can put these on and look and feel like a real Hobbit! And don't forget to get a photograph of you and your friends to show everybody when you get home.
Inside the *Green Dragon Inn*, you can have a free drink and try either the apple wine or the ginger beer. Both have no alcohol so don't worry – there is no danger you might get drunk!

That's the end of our tour. If you are a fan of the Hobbits, this is only one of many interesting places that you can see in the *The Lord of the Rings* films. So why not visit another area and find out more about the fascinating world of the Hobbits?
Goodbye!

Hörverstehen Teil 2: Guardian Maia: *An exciting video game*

Shiloh: Kia ora, I'm Shiloh reporting for *Cool Kea Stuff*. Today we're meeting with awesome video game inventor Maru who has created *Guardian Maia*, an interactive video game. Let's find out more. Kia ora, Maru.

Maru: Kia ora, Shiloh.

Shiloh: Why did you create this video game?

Maru: I was a big gamer when I was about eleven years old and the only games I played were *Space Invaders* and *Star Wars* and things like that and they were really entertaining, but what I really wanted to do was play a game that had Māori characters or Māori game play in there. I thought that would be really cool. So I decided to start a business to create games.

Shiloh: Tell us something about the main character of your game.

Maru: Well, the main character's name is Maia. In the video game Maia is a guardian. So, it's her job to protect the land, protect the people and find out what the big mystery of the world is. I got the idea for her based on old Māori legends. You know, I was brought up on the South Island and I grew up there until I moved to Wellington when I was a teenager. And I moved to Auckland when I was an adult. And being here in New Zealand all the time, it made sense to create a video game set in my home country.

Shiloh: How is New Zealand reflected in the characters of the game?

Maru: I did have to talk to a lot of people, and I still do, to design the characters in the game. For example, I had to make sure the facial tattoos they wear are based on our ancient culture. I hired a facial tattoo artist from my tribe to create the tattoos especially for them because I wanted to show the characters as real as they could be. And this is really important to me, I mean, if this game is gonna go global, I want people to learn about our culture in all its aspects.

Shiloh: Were there any challenges creating these characters?

Maru: We did have a lot of comments on social media. For example, people said women didn't use a *taiaha*.

Shiloh: What is a *taiaha*?

Maru: A *taiaha* is a traditional Māori weapon. And I thought that was very strange because from what I researched, women definitely used a *taiaha*.

Shiloh: Can you describe some of the creatures in the video game and where they came from?

Maru: So we have eh … *patupaiarehe*. In Māori mythology *patupaiarehe* are supernatural beings who live in the forest. And we put them into the video game. They have the characteristics of being cheeky, very intelligent.

Shiloh: That sounds absolutely fascinating! So, when do you think this game will be out?

Maru: Well, I think we will have the game out there pretty soon, ready to play. I can't wait until I see people playing it and giving me their feedback.

Shiloh: Will the video game inspire people to make more indigenous games?

Maru: It will definitely inspire them. And the most important thing in bringing out indigenous stories, especially when they come from the Māori people, is that it's an authentic voice.

Shiloh: Wow! How awesome is it that people from all over the world can learn all about our ancestors through video games. This is Shiloh reporting for *Cool Kea Stuff*.

Bildnachweis:
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2024-5: www.davidmolloyphotography.com from Sydney, Australia / wikipedia, CC BY 2.0
2024-10: Richards, Kate S. (2021): *Call me Madeleine.* Auckland: Green Room House. Adapted

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